

# **BUTLER SCHOOL DISTRICT**

## **Grade 4 Social Studies Curriculum**

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Adapted from:  
New Jersey Student Learning Standards

Reviewed by:  
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## **VISION STATEMENT**

The Butler School District Social Studies Department is committed to instructional processes that incorporate 21st century skills for future careers, engage students in civic discussion and discourse, and are scaffolded to meet the needs of all learners. At all points, through hands-on experiences and an inquiry approach, students will integrate media literacy, source analysis, and multiple perspectives to create a full picture of historical events, people, and places. We aim to create well-rounded students who can empathize with varying social perspectives and creatively problem-solve in a student centered environment.

As a result of a Butler School District Social Studies education, students will be able to...

- Actively participate in civic life
- Approach life's challenges with a critical mindset
- Understand who they are, where they have been, and where they are going
- Discuss, debate, use authentic documents, simulations, and research various issues within society
- Understand and develop empathy through the analysis of multiple perspectives
- Analyze primary and secondary sources in order to interpret history
- Evaluate current day issues through various viewpoints
- Develop 21st century skills through differentiated instruction
- Research, create and evaluate historical concepts
- Cooperate with others
- Engage in creative problem-solving
- Critically assess the world in which they live

## **COURSE OVERVIEW**

In this course, students will begin by learning about how fundamental rights allow democratic societies to function and can be seen at all levels of government in society. Then they will explore concepts in geography including how maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. Next, they will learn about the economy and how economic decision making involves setting goals and identifying the resources available to achieve these goals. They will also learn that the government uses a variety of tools to pay for goods and services and a nation's economy is influenced by its government, human and physical capital, and the availability of resources. Finally, they will learn that interactions of people and events throughout history have shaped the world we experience today.

## **GOALS**

The goals of this course are the 2020 New Jersey Student Learning Standards for Social Studies.

## **ASSESSMENT**

Student learning will be assessed through a variety of formative, summative, benchmark, and alternative assessments.

**SCOPE AND SEQUENCE**  
***(Pacing Guide)***

Unit of Study	Estimated Time
Unit I: Civics, Government, and Human Rights	8-10 weeks
Unit II: Geography, People, and the Environment	8-10 weeks
Unit III: Economics, Innovation, and Technology	10-12 weeks
Unit IV: History, Culture, and Perspectives	10-12 weeks

**AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

**INTEGRATED ACCOMMODATIONS AND MODIFICATIONS**

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students

through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

### **21ST CENTURY THEMES & SKILLS**

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

### **CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

### **CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

## UNIT

Unit 1 Civics, Government, and Human Rights

## UNIT SUMMARY

In this unit, students will learn that fundamental rights will allow democratic societies to function and can be seen at all levels of government in society. They will also learn that there is a responsibility at all levels to promote human rights and that individuals have the right to be safe and not bullied or discriminated against. Finally, they will learn that certain dispositions help individuals contribute to the health of American democracy.

## STANDARDS

- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

<ul style="list-style-type: none"> <li>6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b>	
<ul style="list-style-type: none"> <li>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas</li> <li>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</li> <li>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</li> <li>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul>	
<b>CAREER READINESS, LIFE LITERACIES, and KEY SKILLS</b>	
<ul style="list-style-type: none"> <li>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</li> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global</li> <li>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology</li> <li>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</li> <li>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.</li> <li>Individuals have the right to be safe and not to be bullied or discriminated against.</li> </ul>	<ul style="list-style-type: none"> <li>What are core demographic principles?</li> <li>How do demographic principles play a role in government?</li> <li>How do state, local, and federal institutions impact issues of human rights?</li> <li>Why is it crucial for individuals to feel safe and protected on the national level to protect and preserve American democracy?</li> </ul>

<ul style="list-style-type: none"> <li>• Certain dispositions help individuals contribute to the health of American democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• How have key historians aided and inspired meaningful change in society?</li> <li>• What role does the individual have in ensuring a democratic society?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<p><i>By the end of this unit students will:</i></p> <ul style="list-style-type: none"> <li>• Learn and <b>describe</b> how civic virtues and demographic principles impact decisions made in government.</li> <li>• <b>Compare and contrast</b> individuals and groups, past and present, and how they responded to violations of fundamental rights.</li> <li>• <b>Describe</b> the role of religious freedom and citizens being involved in decision making in various North American colonies.</li> <li>• <b>Describe</b> how the rights guaranteed by the United States Constitution and the Bill of Rights have helped improve American democracy.</li> <li>• <b>Research and cite evidence</b> for how Dr. Martin Luther King, Jr. and other historical civil rights leaders sparked social change and inspired future generations to continue working for social change.</li> <li>• <b>Cite examples</b> from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.</li> <li>• <b>Identify</b> actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (Holocaust)</li> <li>• <b>Analyze</b> events in history that have been caused by prejudice and hatred and identify organizations and nations that worked together to save peoples' lives. (Holocaust)</li> <li>• Use a variety of sources to <b>describe</b> the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li> <li>• Use evidence from multiple sources to <b>construct a claim</b> about how self discipline and being civil to each other contribute to the common good.</li> <li>• <b>Identify</b> the types of behaviors that promote teamwork and problem solving with others who have different perspectives.</li> <li>• <b>Cite evidence</b> from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> <li>• <b>Examine</b> the responsibilities of different jobs of those in authority and <b>identify</b> what makes leaders qualified for those jobs.</li> <li>• <b>Investigate</b> how diverse New Jersey citizens have contributed to the improvement of society.</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• RACE paragraph <b>describing</b> how demographics impact a decision made in government. (DEI)</li> <li>• Create a t-chart <b>comparing and contrasting</b> individuals and groups, past and present, and how they responded to violations of fundamental rights. (DEI)</li> </ul>	

- Present to the class an **oral description** of the role of religious freedom and citizens being involved in decision making in various North American colonies. (DEI)
- Create a poster **describing** how the rights guaranteed by the United States Constitution and the Bill of Rights have helped improve American democracy.
- Powerpoint or Google slides presentation that has **research and cites evidence** for how Dr. Martin Luther King, Jr. and other historical civil rights leaders sparked social change and inspired future generations to continue working for social change (AMISTAD)
- RACE essay **citing examples** from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need. (AMISTAD)
- Create a list that **identifies** actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- After using a variety of sources to collect information, dress up as a real or fictional character and verbally **describe** the characteristics exhibited by this person that contribute(d) to the well-being of their community and country. (AMISTAD)
- Using evidence from multiple sources, **construct a claim** about how self discipline and being civil to each other contribute to the common good. Defend your position during a debate.
- Given an assigned topic, create a chart that **identifies** the types of behaviors that promote teamwork and problem solving with others who have different perspectives.
- Create an advertisement (commercial, video, radio ad, etc.) encouraging someone to participate in government. Cite evidence from a variety of sources to **describe** how a democracy depends upon and responds to individuals' participation.
- Create a job description for a leadership position. **Examine** the responsibilities of different jobs of those in authority and **identify** what makes leaders qualified for those jobs.
- Biography presentation on a NJ citizen who contributed to the improvement of society.

## EVIDENCE OF LEARNING

### Formative Assessments:

- Graphic Organizer
- RACE Response
- History Assessment of Thinking (HAT)
- Concept Map

### Summative Assessment:

- Explanatory Essay
- Unit Test
- Google slides presentation

### Benchmark Assessment:

- Teacher-created benchmark test

### Alternative Assessments:

- Project
- Flipgrid Activity
- Choice Board Assignment
- Research project
- Class presentation



<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>
<b>Primary sources:</b> <ul style="list-style-type: none"><li>• Constitution &amp; The Bill of Rights: Library of Congress <a href="#">Primary Source Sets</a></li><li>• Civil Rights Resources from Library of congress <a href="#">Primary Source Sets</a>, including the <a href="#">U.S. History Primary Source Timeline</a></li></ul> <b>Other resources:</b> <ul style="list-style-type: none"><li>• Nearpod Content Library</li><li>• iCivics</li><li>• Teacher Created Resources</li></ul>
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>
See Appendix A






<b>UNIT</b>
Unit 2 Geography, People, and the Environment
<b>UNIT SUMMARY</b>
In this unit, students will learn that maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.
<b>STANDARDS</b>
<ul style="list-style-type: none"><li>• 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</li><li>• 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li><li>• 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li><li>• 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</li><li>• 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</li></ul>
<b>INTERDISCIPLINARY CONNECTIONS</b>

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

#### ENDURING UNDERSTANDINGS

- Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.

#### ESSENTIAL QUESTIONS

- Why are different types of maps used for different purposes?

### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*By the end of this unit, students will:*

- **Identify** the maps or types of maps most appropriate for specific purposes.
- Use maps to **explain** why people choose to live in NJ and how their location determines how they interact with the world.
- **Demonstrate** how to use digital geographic tools, maps and globes to measure distances and determine time zones and locations using latitude and longitude.
- Use geographic terms to **describe** the similarities and differences between places in New Jersey, the United States and the world.
- Use maps that show different types of data to **examine** how searching for natural resources resulted in conflict and/or cooperation between European colonists and Native Americans and how this resulted in changing conditions.

## SUGGESTED ACTIVITIES

- Create a t-chart showing which map is used for which purpose.
- Create a map showing where in NJ there are large concentrations of specific industries, cultures, or other groups. Present your map to the class and explain why these groups are found in these areas.
- Using the key found on a map, calculate the distance between two locations.
- Using a globe, teach the student next to you how to identify locations in a specific time zone.
- Create a Venn diagram to show the similarities and differences between a place in NJ compared to another place in the world.
- Create a timeline using maps that shows the changes to a location based on the influence of European colonists settling into a specific area.

## EVIDENCE OF LEARNING

### Formative Assessments:

- Graphic organizer
- Document analysis
- Timeline
- Map

### Summative Assessment:

- Explanatory Essay
- Unit Test
- Google slides presentation

### Benchmark Assessment:

- Teacher-created benchmark test

### Alternative Assessments:

- Project
- Flipgrid Activity
- Choice Board Assignment
- Research project
- Class presentation

## INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Levelled Texts, and Supplemental Resources)

### Primary sources:

- Various Types of Maps
- Map of natural resources during colonization of the Americas
- Google Maps
- Lesson “Geography and Its Impact on Colonial Life” from: Library of congress [Primary Source Sets](#), including the [U.S. History Primary Source Timeline](#)

### Other resources:

- Nearpod Content Library

## INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

## UNIT

Unit 3 Economics, Innovation, and Technology

## UNIT SUMMARY

In this unit, students will learn that economic decision making involves setting goals and identifying the resources available to achieve these goals. They will also learn that the government uses a variety of tools to pay for goods and services and a nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

## STANDARDS

- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

## INTERDISCIPLINARY CONNECTIONS

- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

### ENDURING UNDERSTANDINGS

- The government uses a variety of tools to pay for goods and services it provides to individuals and communities.
- A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.
- The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals

### ESSENTIAL QUESTIONS

- What services are provided by the government and how are these services paid for?
- How is a nation's economy affected by its resources, citizens, and technology?
- How does a nation's resources, citizens, and technology impact global trade and production?
- How are resources and capital spread nationally and globally?
- What role can students have on specific national or global economic issues?

### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*By the end of this unit, students will:*

- **Explain** how the government pays for the goods and services it provides.
- Use data to **describe** how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- **Describe** how the development of different transportation systems impacted the economies of New Jersey and the United States.
- **Explain** how creativity and innovation resulted in scientific achievement and inventions throughout history.

- **Explain** how the availability of private and public goods and services is influenced by the government and the global economy.
- **Examine** the qualities of business owners in countries that allow citizens to own businesses.
- **Describe** how resources, services, and goods are distributed among households, businesses, laborers, and governments.
- **Compare** how it is easier/harder to make money in different places in New Jersey.
- **Compare** different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
- **Investigate** an economic issue that impacts children and propose a solution.

### SUGGESTED ACTIVITIES

- In a small group, write and perform a short skit showing how the government raises funds to pay for the goods and services it provides.
- Your company produces a product that is only made in NJ and nowhere else in the world. Write an advertisement selling your product. Use data to **describe** how the availability of this resource has impacted economic opportunities as one of your selling features.
- RACE paragraph **describing** the development of different transportation systems and how they impacted the economies of New Jersey and the United States.
- Create a poster highlighting a specific invention. Make sure to highlight how this invention was a product of innovation and/or creativity.
- Short presentation on how the government has impacted a specific good or service.
- Write a newspaper article spotlighting a successful business from a country that allows citizens to own their own business.
- Create a Google Sideshow comparing the economic opportunities in the different regions of New Jersey, including the role of geography, natural resources, climate, transportation, technology, etc.
- Create a podcast on how resources, services, and goods are distributed among households, businesses, laborers, and governments.
- Create a Google slides presentation on an economic issue that impacts children. Make sure to propose a solution.

### EVIDENCE OF LEARNING

#### Formative Assessments:

- Graphic organizer
- Classwork
- Timeline
- Map
- RACE Response
- Reading quiz
- History Assessment of Thinking (HAT)
- Exit Slip

#### Summative Assessment:

- Unit Test
- Google slides presentation

<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>Teacher-created benchmark test</li> <li>Quarterly skills test</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Project</li> <li>Choice Board Assignment</li> <li>Class presentation</li> </ul>
<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>	
<b>Primary sources:</b> <ul style="list-style-type: none"> <li><b>Map of New Jersey</b>-Including regions, geography, natural resources, climate, transportation,</li> </ul> <b>Other resources:</b> <ul style="list-style-type: none"> <li>Nearpod Content Library-Economics</li> <li>Teacher Created Resources</li> </ul>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>See Appendix A</b>	

<b>UNIT</b>
Unit 4 History, Culture, and Perspectives
<b>UNIT SUMMARY</b>
In this unit, students will learn that interactions of people and events throughout history have shaped the world we experience today.
<b>STANDARDS</b>
<ul style="list-style-type: none"> <li>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> </ul>

- 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

#### **INTERDISCIPLINARY CONNECTIONS**

- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Craft and Structure
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

#### **CAREER READINESS, LIFE LITERACIES, and KEY SKILLS**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.



9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

#### ENDURING UNDERSTANDINGS

- Interactions of people and events throughout history have shaped the world we experience today.

#### ESSENTIAL QUESTIONS

- How have people and events throughout history shaped the world we live in today?

#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

*By the end of this unit, students will:*

- **Describe** how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston impacted state and national governments over time.
- Use evidence to **document** how the interactions among African, European, and Native American groups impacted their respective cultures.
- **Analyze** the power struggle among European countries and determine how it impacted people living in Europe and the Americas.
- Use multiple sources to **make evidence-based inferences** on how European settlers impacted the Native Americans, including the Lenni Lenape of New Jersey.
- **Evaluate** the initial and lasting impact of slavery using sources that represent multiple perspectives.
- Use facts to **describe** how the Lenni Lenape have influenced and changed different regions of New Jersey.
- **Evaluate** how prominent people from NJ have used ideas, inventions, and contributions to make an impact.
- **Analyze** the power struggle between European countries and how it impacted people living in Europe and the Americas.
- Make evidence-based inferences to **explain** the impact that African, European, and Native American cultures had on government structures.
- **Determine** how religious freedom and citizens being involved in decision making impacted North American colonies.
- **Craft a claim** explaining how forming the new government impacted future American politics.
- **Compare** slavery and indentured servitude in colonial times.
- **Analyze** important historical documents to figure out the role they played in past and present-day government and citizenship.

#### SUGGESTED ACTIVITIES

- Create a magazine article about George Washington, Thomas Jefferson, Benjamin Franklin, or Governor William Livingston. Make sure to include how they impacted state and national governments over time.
- Present evidence to the class about how the interactions among African, European, and Native American groups impacted their respective cultures.
- Create an event map analyzing the power struggle among European countries and determine how it impacted people living in Europe and the Americas.
- Write an essay using multiple evidence-based inferences on how European settlers impacted the Native Americans, including the Lenni Lenape of New Jersey. (DEI)
- Create a graphic organizer showing the northern view vs. the southern view of slavery.
- Make a chart listing how Lenni Lenape influenced regions of NJ and outline how it changed the area. (DEI)
- Write a RACE paragraph on a prominent person from NJ and the idea, invention, or contribution that they are known for.
- Act out a power struggle that occurred between European countries and explain how it impacted people living in Europe and the Americas.
- Write a short historical fiction story or journal entry explaining the impact that African, European, or Native American cultures have had on government structures (be sure to base your creative decisions on evidence).
- Create a storyboard comic strip showing how religious freedom and citizens being involved in decision making impacted North American colonies.
- Write an essay explaining how forming the new government impacted future American politics.
- Create a chart comparing slavery and indentured servitude in colonial times.
- Complete a graphic organizer on different historical documents as well as the role they each played in past and present day government and citizenship.

## EVIDENCE OF LEARNING

### Formative Assessments:

- Graphic organizer
- Classwork
- Document analysis
- Timeline
- Map
- RACE Response
- Role play activity
- Journal entry

### Summative Assessment:

- Explanatory Essay
- Unit Test
- Google slides presentation

### Benchmark Assessment:

- Teacher-created benchmark test

### Alternative Assessments:

- Project
- Debate
- Flipgrid Activity
- Choice Board Assignment

	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Research project</li> <li>• Class presentation</li> </ul>
<b>INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)</b>	
<p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>• Historical Documents including: <b>The Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights</b>; from the Library of congress <a href="#">Primary Source Sets</a>, including the <a href="#">U.S. History Primary Source Timeline</a></li> <li>• <a href="#">Docsteach</a> (National Archives) &amp; resources from the Library of congress <a href="#">Primary Source Sets</a>: Used to research: <b>George Washington, Thomas Jefferson, Benjamin Franklin, or Governor William Livingston</b></li> <li>• <b>Colonization Period</b> resources from Digital Public Library of America <a href="#">Primary Source Sets</a> -come with teaching guides,</li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• Nearpod Content Library</li> <li>• Teacher Created Resources</li> </ul>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>See Appendix A</b>	

**Appendix A**  
**Special Education:**

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

**English Learners:**

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

**At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

**Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

**Students with 504 Plans**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students

Utilize graphic organizers